DOCUMENT RESUME

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TITLE	Integration of Children with Special Needs (Overview of a Series of Ten Programs). Description of Teacher Inservice Education Materials.
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ABSTRACT

The described inservice education programs are designed for regular classroom teachers dealing with mainstreamed students who require specific diagnostic and corrective plans and strategies. Included in this informative report are an outline of the contents of the programs, the activities and resources they involve, and ordering information for materials. A critique of the programs is provided. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INTEGRATION OF CHILDREN WITH SPECIAL NEEDS (overview of a series of ten programs)

Publication Date(s): Copyright, 1974

Intended Users: Teachers in regular classrooms where students' mental, emotional, physical and behavioral characteristics require specific diagnostic and corrective plans and strategies

Grade Level(s): Kindergarten, elementary, junior and senior high

Number: Groups

Primary Focus: The series intends to provide source material for short or semester-length courses to help teachers deal successfully with the vast differences among students. The individual programs focus on academic skill areas, correction of learning disabilities, individualization, the secondary level student, and specific teaching strategies.

School subject(s) and/or inservice topic(s) covered:
The school subjects covered are visual language and auditory skill development for reading and math. The inservice topics covered are precision teaching, positive reinforcement, project teaching, progressing from the concrete to the abstract, individualizing instruction, assessment, educational program planning, the nature of retardation and learning disabilities, mainstreaming and working with specialists and aides.

What participant does in using the materials:

The participant views ten videotape presentations, reads accompanying booklets and engages in prescribed follow-up discussions and activities in a group setting, under the guidance of a leader who is knowledgeable about the subject.

Resources: Ten color videotape cassettes (19-30 minutes each), accompanied by 15 booklets (16-32 pages) which include suggestions for working with individual children, specific program objectives, discussion topics, pre- and posttests, bibliographies, background on learning disabilities, and suggested solutions to problems presented in the programs all comprise the series. A Discussion Guide suggests ways of conducting the course. The developer recommends two hours' inservice for each of the ten programs. The describer recommends one day for each hour of inservice for preparation by the leader.

Describer critique: Children having learning disabilities are considered to be like all children--they have special strengths and needs. To deal with the disabilities, teachers are shown a variety of teaching techniques as they are practiced in actual classrooms. The teachers portrayed in the videotapes vary in their levels of proficiency and sensitivity and their interactions with students range from supportive to inhibiting. Both these positive and negative models are useful for observation, analysis and discussion.

SE20 assessing student growth - English language arts - teaching strategies - least restricted alternative - math TD

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U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

SP 013 906

1.0 PURPOSES:

Rationale

In response to state and federal law which provide for educating all handicapped children in the "least restrictive environment", the developers recognize that regular classroom teachers need preparation materials to assist them in integrating these students into regular classes.

Goals

In the Discussion Guide for Leaders, the developer states:

"The programs are designed to encourage teachers to think through ways they can adapt their strategies so that children with different learning styles, rates of progress, special learning needs and behavioral patterns can all learn together in a single classroom."

Objectives

In the Discussion Guide, the developer states program objectives in terms of principles -- attitudes and practices -- by which schools, ideally, will integrate children of different needs and strengths. Objectives include:

- "Full acceptance of heterogeneous classes with a broad variability of capacities, expectations and learning modes;
- Recognition of the universality of problems and strengths and the applicability of good teaching to all;
- Planning which is based on setting individual objectives for every student;
- Use of teaching strategies and materials as they match student learning styles and levels;
- Evaluation of programs based on individual goals, not age-grade expectations; and
- Flexibility in schools and classrooms to appropriately accommodate all children."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

Cassettes #1 - 10

1. Diagnoses and Educational Planning: An educator, a neurologist and a psychologist, each conduct a brief similated diagnostic session with a junior high school student and follow up with a team discussion of an appropriate educational program.
2. Early Assessment: Step to Planning: An inexperienced kindergarten teacher asks children to do familiar activities. Observers can note the range of skill development in the children and the teacher's failure to adopt activities to individual levels of development.
3. After Assessment: Attention is focused on matching activities to the kindergarten child's level of development and needs. Children work in activities which range from teacher-structured to independent and from challenge to remediation.
4. Every Child Can Learn: A middle grade classroom and teachers illustrate the integrated classroom, varied groupings and the role of the teacher in such a class.
5. Together They Learn: The cassette shows social interaction between retarded and other classmates and the integration of the special educator and aide.
6. Correcting Handwriting Problems: An example of task analysis is shown by using children's handwriting to assess these areas of skill deficit: visual perceptual input, visual-spatial relationships, visual motor ability and short-term visual recall.
7. Reading and Learning Styles: Children who are auditory and/or visual learners are shown functioning when appropriately taught, having remediation in the area of greatest difficulty.
8. Developing Children's Language: A primary level,urban,multi-racial, multi-cultural classroom is used to highlight the complexity of language problems to be handled.
9. Mastering Math Skills: The cassette deals with three basic causes of math difficulties in the middle elementary grades and shows examples of precision teaching and behavior modification.
10. Every Student is Different: The High School: The cassette stresses the importance of offering students alternative ways to traditional teaching and learning through use of project teaching, community resources, contracts and performance objectives.

The booklets include suggestions for working with each child as an individual. Checklists,assessment and/or planning forms, basic concepts and specific objectives of each program, descriptions of the videotape scenes, selected bibliographies and pre-posttests. The Discussion Guide recaps highlights of the programs and suggests uses and formats for workshops.

Sequence

Neither developer nor describer recommend a preferred sequence although the Discussion Guide outlines a semester length course which deals with the 10 programs in the order of their numbering.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

The Discussion Guide for Leaders suggests these inservice workshop activities:

1) Introduction by the leader, indicating course and program objectives,
2) Viewing of video cassettes,
3) Discussion,
4) Review of main concepts,
5) Relating the concepts in the booklets to the cassettes, and
6) Application of the concepts to teachers own situations in practical ways (using checklists, various planning sheets and activities suggested in the booklet's Discussion Guide).

3.2 Help given in use of product: The booklets contain practical suggestions for working with each child as an individual, checklists, assessment and/or planning forms (which teachers may duplicate for their own purposes), basic underlying concepts and specific objectives for each program, descriptions of cassette scenes, bibliographies and pre-posttests. The Discussion Guide for Leaders contains suggested activities -- an instrument to measure teachers' attitudes about the integration of special needs children and suggestions for teacher workshops (setting, grouping guidelines for selection of and use of materials and formats for courses).

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The Discussion Guide for Leaders includes an Attitudinal Survey, an instrument designed to assess teachers' attitudes toward integrating special needs students into their classrooms. Teachers are asked to respond anonymously to 38 questions; only group data is reported. The test can be administered before and after workshops to measure changes in teacher attitudes.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The program includes ten color video cassettes (19-30 minutes), each accompanied by 15 copies of a booklet (16-32 pp.). A Discussion Guide for Leaders,(32 pp.), suggests how to conduct workshops on each program and the entire series. A 3/4 inch videotape cassette recorder is required. The developers assume that leadership will be provided by an educator who is knowledgeable about the subject.

The developer recommends a minimum of two hours inservice time for each program. The describer recommends one day of preparations for each hour of the workshop.

5.2 Distributor name/address:

Agency for Instructional Television
Box A
Bloomington, Indiana 47401

812-339-2203

Attn: Field Services Department

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INTEGRATION OF CHILDREN WITH SPECIAL NEEDS IN A REGULAR CLASSROOM:	$1,350 for a set of 10 videotapes	$50 per week per cassette		yes
The Lexington Teacher Training Project -- A series of 10 videotape cassettes with accompanying booklets and a Discussion Guide for Leaders	$160 per videotape $1.00 per 1-9 copies each .65 per 10-499 copies .59 per 500 and more copies		1 set/group	
1. Diagnosis and Educational Planning 2. Early Assessment: Step to Planning 3. After Assessment 4. Correcting Handwriting Problems 5. Developing Children's Language 6. Reading and Learning Styles 7. Mastering Math Facts 8. Every Child Can Learn 9. Together they Learn 10. Every Student is Different: The High School	$10.00 per 1-9 sets of 10 program booklets and one Discussion Guide $6.00 (10-499 sets) $5.40 (500 and more sets)			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The project director was:

Dr. Constance Murray, Lexington, Massachusetts Public Schools. Each of the ten program's was prepared with the assistance of one or more consultants, including university professors, education curriculum developers, reading specialists, classroom teachers and learning disabilities specialists.

6.2 How developed and when:

The series was produced during 1972-74 by the Lexington, Massachusetts Public Schools with funds from the U.S. Office of Education through Title III (Elementary and Secondary Education Act) and Title IV (Education of the Handicapped Act) grants. The booklets were prepared by Brochures Unlimited of Lexington, Massachusetts with assistance from project consultants and the cassettes were taped by the Educational Division of WGBH-TV, Boston, Massachusetts.

6.3 Evidence of effectiveness with users:

During project development, evaluation was conducted. Feedback about the program was received from the Learning Disabilities Advisory Council, Lexington teachers, representatives from urban and rural schools, physicians, parents, psychologists, the Massachusetts Department of Education, and national consultants. Evaluation was accomplished by the use of pre- and posttesting, observation scales, interviews, rating sheets and specific studies. A documentation of findings is available from Dr. Richard Barnes, Director of Evaluation, Lexington Public Schools, Lexington, Massachusetts. Telephone: (617) 862-7500.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The series is an appropriate means for providing teachers information on integrating special needs students in regular classrooms. The materials are adaptable for use with students of varying handicapping conditions, in all grades and in different subject matter. The technical quality of the cassette tapes and print materials is excellent.

Content accuracy/social fairness/community acceptance issues:

There appears to be a match between the program content and research-drawn knowledge. Subjects portrayed in the cassettes are of different races and ethnic groups. Teachers are male and female.

The content represents no controversial treatment of the subject matter.

Overall summary/comment:

Throughout the programs the emphasis is on practical, effective techniques that teachers can use on a step-by-step basis. Assistance is provided to identify problems accurately and then to solve them through carefully designed and monitored methods.

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